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ABSTRACT

Based upon 1969-70 ESEA Title I entitlements, this report represents an analysis of cost factors of the 25 largest school districts in California in effectively implementing compensatory education programs in both reading and mathematics in four or more grade levels. Numerous statistical data are given. Some districts reported a month-for-month growth in reading and mathematics in four or more grade levels (Long Beach, Los Angeles, Sacramento, Santa Ana, and Stockton Unified School Districts and Modesto City Elementary School District), while other districts reported a month-for-month growth at three grade levels (Fresno, Oakland, and San Bernardino Unified School Districts and Compton City Elementary School Districts). Brief district profiles of these comprehensive programs are given for Long Beach, Los Angeles, Modesto, Sacramento, Santa Ana, Stockton, Compton, Fresno, Oakland, and San Bernardino. Also given is a District Profile of the successes and failures in each of the required components and the district advisory committees. (SB)

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**AN ANALYSIS OF THE EFFECTIVENESS
OF COMPREHENSIVE PROGRAMS**

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AN ANALYSIS OF THE EFFECTIVENESS OF COMPREHENSIVE PROGRAMS

INTRODUCTION

At the request of the Advisory Compensatory Education Commission, the twenty-five largest districts in California, based upon their 1969-70 ESEA Title I entitlement, were considered for a complete study and analysis of the effectiveness of their comprehensive programs. The entitlements of the 25 largest districts ranged from nearly \$450,000 to over \$20 million, and the student population in the districts ranged from 14,700 to over 730,000 children.

The original group of twenty-five districts were separated into two smaller groups of six and four districts each. Six districts reported a month-for-month growth in both reading and mathematics in four or more grade levels, and were the following districts: Long Beach, Los Angeles, Sacramento, Santa Ana, and Stockton Unified School Districts and Modesto City Elementary School District. Specific grade levels of month-for-month growth are presented in Table I.

TABLE I

DISTRICTS WITH AT LEAST MONTH-FOR-MONTH GROWTH IN READING
AND MATHEMATICS IN FOUR OR MORE GRADE LEVELS

DISTRICTS	GRADE LEVEL						
	2	3	4	5	6	7	8
Long Beach	M	R M	R M	R M	R M		
Los Angeles		R M	R M	R M	R M		
Modesto		R M	R M	R M	R M		
Sacramento	R M	R M	R M	R M	R M		
Santa Ana	R M	R M	R M	R M	R M		
Stockton		R M	R M	R M	R M		

Four districts reported a month-for-month growth in both reading and mathematics at three grade levels. These districts were Fresno, Oakland, and San Bernardino Unified School Districts and Compton City Elementary School District. Table II indicates the grade levels achieving month-for-month growth by these districts.

TABLE II

DISTRICTS WITH AT LEAST MONTH-FOR-MONTH GROWTH IN READING
AND MATHEMATICS IN THREE GRADE LEVELS

Districts	GRADE LEVEL						
	2	3	4	5	6	7	8
Compton	R M	M		R M	R M		
Fresno		R M	M	R M	R		
Oakland		M	R M	R M	R M	M	
San Bernardino		R	R M	R M	R		M

Frequently, the larger districts had totally saturated schools, where all students participated in Title I activities and the local staff developed their own programs. Thus, several district programs were characterized by the individuality demonstrated by school-developed programs. Within districts where the foregoing gains were not demonstrated, there were parts of the compensatory education program that were successful, while other parts were either not successful or were moderately successful.

The two sections to this report present an analysis of Cost Factors as related to the six required components and a District Profile of the successes and failures in each of the required components and the district advisory committees.

COST FACTORS

The encumbrance of funds spent above and beyond the regular district effort emanated from several sources: ESEA Titles I, II, and III; Educational Improvement Act of 1969 (AB 606); Miller-Unruh Reading Act; Teacher Employment (AB 938); Miller Mathematics Improvement Programs, and district cash contributions. These expenditures were required to be at least \$300 per child in compensatory education above the regular district expenditure. The average expenditure per child in California schools during 1969-70 is estimated to be \$750.

The statewide median cost for compensatory education reading programs funded from Title I was \$155 per student, while the use of additional supplementary funds increased the expenditure per student to \$240. The range of expenditures for the reading component in the six districts was from \$176 to \$314 per student. The median expenditure was \$216 per student. Table III indicates the source of expenditures and the mean cost per participant in the six-district sample for the reading component.

The range of expenditures for the reading component in the four districts was from \$154 to \$380 per student, with a median per student expenditure of \$189. The sources of expenditure for the reading component in the four-district sample are presented in Table IV.

Statewide expenditures for compensatory education mathematics programs showed a \$70 median expenditure. In the six-district sample the range of expenditures for mathematics was from \$19 to \$255, with a median expenditure of \$57 per student. Sacramento City Unified did not separate the expenditures for mathematics from language development and should not be included in the comparable cost data. Data for the mathematics component in the six-district sample are presented in Table V.

The range of expenditures for mathematics in the four-district sample was from \$76 to \$320. The median expenditure was \$120 per student. The sources of expenditure for the mathematics component in the four-district sample are presented in Table VI.

Expenditure data for the Auxiliary Services component, presented in Tables VII and VIII, were reported for four activities of service: pupil personnel, library, health, and school-community coordination. Some expenditures were not reported by several districts which implies that no compensatory education costs were encumbered for that particular service.

In pupil personnel services, the range of expenditures for the six-district sample was from \$13 to \$408 per student and in the four-district sample was from \$67 to \$206 per student. The median expenditures were \$25 and \$87, respectively.

Complete expenditures for library services were reported by four districts. Two districts in the six-district sample reported expenditures amounting to \$20 per student, while two districts in the four-district sample expended about \$24 per student.

Health services expenditures ranged from \$7 to \$27 per student for four districts in the six-district sample with two districts reporting no expenditures.

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TABLE III

SIX DISTRICT COST DATA, TOTAL PARTICIPANTS AND MEAN COST
PER PARTICIPANT FOR READING COMPONENT

Districts	Costs					Total Costs	Total Participants	Mean Cost Per Participant
	Title I	AB 606 ¹	Miller Unruh	AB 938 ¹	District Funds	Other		
Long Beach	\$ 358,945		\$ 119,652	\$ 109,340	\$ 77,691		3,091	\$215
Los Angeles	6,934,132		1,083,998	2,479,986	1,826,216		56,806	217
Modesto	80,430	\$20,922	83,826				982	189
Sacramento	388,706		208,438	36,238	10,800	\$36,000	2,827	241
Santa Ana	152,108		56,530				1,188	176
Stockton	665,280	161,347	60,553	24,586			2,905	314
TOTAL COSTS	\$8,579,601	\$182,269	\$1,612,997	\$2,550,150	\$1,914,707	\$25,000		

1969 General Session

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TABLE IV

FOUR DISTRICT COST DATA, TOTAL PARTICIPANTS AND MEAN COST
PER PARTICIPANT FOR READING COMPONENT

Districts	Costs					Total Costs	Total Participi- pants	Mean Cost Per Participant
	Title I	AB 606 ¹	Miller Unruh	AB 938 ¹	District Funds			
Compton	\$ 247,000	\$ 55,000	\$ 68,600	\$ 113,400		\$ 484,000	2,354	\$206
Fresno	700,000			89,312		789,312	5,123	154
Oakland	1,057,093			34,400	\$1,333,326	2,424,819	6,374	380
San Bernardino	307,517	106,534				414,051	2,401	172
TOTAL COSTS	\$2,311,610	\$161,534	\$68,600	\$237,112	\$1,333,326	\$4,112,182		

¹1969 General Session

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TABLE V
SIX DISTRICT COST DATA, TOTAL PARTICIPANTS AND MEAN COST
PER PARTICIPANT FOR MATHEMATICS COMPONENT

Districts	Costs			Total Costs	Total Participants	Mean Cost Per Participant
	Title I	AB 606	Miller Mathematics AB 938			
Long Beach	\$ 24,200		\$109,340	\$ 133,540	3,091	\$43
Los Angeles	2,886,307		371,997	3,258,304	56,806	57
Modesto	71,658	\$ 20,922		92,580	949	98
Sacramento				4,225*	2,827*	1*
Santa Ana	21,983			21,983	1,188	19
Stockton	530,846	169,669	16,048	716,563	2,805	255
TOTAL COSTS	\$3,534,994	\$190,591	\$20,273	\$4,227,195		

* Same personnel and services as reading component

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TABLE VI

FOUR DISTRICT COST DATA, TOTAL PARTICIPANTS AND MEAN COST
PER PARTICIPANT FOR MATHEMATICS COMPONENT

Districts	Costs				Total Costs	Total Partici- pants	Mean Cost Per Participant
	Title I	AB 606	Miller Mathematics	AB 938			
Compton	\$ 130,000	\$ 50,000			\$ 180,000	2,354	\$ 76
Fresno	600,000		\$ 28,000	\$ 89,311	717,311	5,198	138
Oakland	374,627	764,000		22,930	2,040,455	6,374	320
San Bernardino	116,307	119,285			235,592	2,312	102
TOTAL COSTS	\$1,220,934	\$933,285	\$28,000	\$112,241	\$3,173,358		

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TABLE VII
SIX-DISTRICT COST DATA FOR
AUXILIARY SERVICES

Districts	Pupil Personnel					
	Costs			Total Costs	Total Partici- pants	Mean Cost Per Participant
	Title I	District	Other			
Long Beach	\$ 24,700	\$27,300	\$13,200	\$ 65,200	3,091	\$ 21
Los Angeles	759,454			759,454	36,157	21
Modesto	51,000			51,000	125	408
Sacramento	39,981			39,981	781	51
Santa Ana	16,626			16,626	1,308	13
Stockton	71,850		4,010	75,860	2,670	28
Library Services						
Long Beach	\$ 13,200	\$36,400	\$ 4,400	\$ 54,000	2,562	\$ 21
Los Angeles						
Modesto						
Sacramento	26,291			26,291	1,352	19
Santa Ana						
Stockton	9,433		3,280	12,713		
Health Services						
Long Beach	\$ 31,340	\$21,100		\$ 52,440	3,091	\$ 17
Los Angeles	707,837			707,837	101,579	7
Modesto	27,515			27,515	1,036	27
Sacramento						
Santa Ana						
Stockton			\$25,000	25,000	2,000	13
School Community						
Long Beach	\$ 24,120			\$ 24,120	3,091	\$ 8
Los Angeles						
Modesto	14,500			14,500	1,189	12
Sacramento	18,488			18,488	781	24
Santa Ana						
Stockton	32,500		\$6,500	39,000	1,400	28

TABLE VIII
FOUR DISTRICT COST DATA FOR
AUXILIARY SERVICES

Districts	Pupil Personnel					Total Partici- pants	Mean Cost Per Participant
	Costs			Total Costs			
	Title I	District	Other				
Compton							
Fresno	\$ 49,500			\$ 49,500	744	\$ 67	
Oakland	177,663	\$ 28,000		205,663	1,000	206	
San Bernardino	109,930		\$25,571	135,501	1,550	87	
	Library Services						
Compton							
Fresno	\$ 40,000			\$ 40,000	2,600	\$ 15	
Oakland	157,589	\$ 13,079	\$ 2,950	173,518	6,400	27	
San Bernardino							
	Health Services						
Compton	\$ 4,611		\$ 5,000	\$ 9,611	244	\$ 39	
Fresno	10,000			10,000	150	67	
Oakland	94,974	\$ 29,600		124,574	52,616	2	
San Bernardino	59,012	1,000		60,012	3,000	20	
	School-Community						
Compton							
Fresno	\$ 55,000			\$ 55,000	3,600	\$ 15	
Oakland							
San Bernardino	24,535		\$ 3,335	27,870	330	84	

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The median expenditure was \$15. Districts in the four-district sample had a median expenditure of \$30 per student, with a range of expenditures from \$2 to \$67.

Expenditures for school-community coordination, as reported by four of the six districts ranged from \$8 to \$28, with a median cost of \$18 per student. Two districts in the four-district sample reported expenditures of \$15 and \$84 per student.

Cost data for the Intergroup Relations and Parent Involvement components are not appropriate to assess on a per capita basis. The total expenditures for each of these components are presented in Table IX.

Staff development expenditures were primarily encumbered through Title I, Educational Improvement Act (AB 606), and Education Professions Development Act. The recipients of inservice training were public and non-public school personnel, and non-school parents and volunteers. The expenditures, number of participants, and mean cost per participant for the staff development component are presented in Tables X and XI for the six-district sample and the four-district sample, respectively.

TABLE IX

EXPENDITURES FOR INTERGROUP RELATIONS
AND PARENT INVOLVEMENT COMPONENT

District	Intergroup Relations			Parent Involvement		
	Title I	District	Other	Title I	District	Other
Long Beach	\$ 5,000			\$ 27,470	\$ 4,210	
Los Angeles	254,046			809,439		
Modesto	100	\$ 100		300		
Sacramento	238,590			640		
Santa Ana	22,570			20,821		
Stockton	47,729		\$5,000	21,740		
Compton	\$25,000			\$ 4,800		
Fresno	52,000	\$12,000		12,000		
Oakland	119,730		\$28,000	65,676		
San Bern.	196,824	27,056	7,850	39,400		\$2,685

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TABLE X

SIX DISTRICT COST DATA FOR
STAFF DEVELOPMENT

Districts	Costs				Total Cost	Total Partici- pants	Mean Cost Per Participant
	Title I	AB 606	District	Other			
Long Beach	\$ 10,600		\$2,984	\$185,934	\$ 199,518	298	\$670
Los Angeles	515,215				515,215	1,724	299
Modesto	2,500	\$ 1,500			4,000	245	16
Sacramento	181,416				181,416	496	366
Santa Ana	4,953				4,953	86	58
Stockton	166,216	49,959			216,175	321	673
TOTAL COSTS	\$880,900	\$51,459	\$2,984	\$185,934	\$1,121,277		

TABLE XI

FOUR DISTRICT COST DATA FOR
STAFF DEVELOPMENT

Districts	Costs				Total Costs	Total Partici- pants	Mean Cost Per Participant
	Title I	AB 606	District	Other			
Compton	\$ 2,000	\$ 9,000			\$ 11,000	78	\$ 141
Fresno	500,000			\$187,623	687,623	2,529	272
Oakland		20,000			20,000	767	26
San Bernardino		21,307	\$ 5,000	26,444	52,751	452	117
TOTAL COSTS	\$502,000	\$50,307	\$5,000	\$214,067	\$771,374		

DISTRICT PROFILES

LONG BEACH

Gains in reading and language exceeded previous years growth in all grade levels, except grade 2, and in several individual cases the rate of growth was more than doubled. Data reported on third graders who were taught by the Initial Teaching Alphabet (i/t/a) in first grade favored the former (i/t/a) participants over non-(i/t/a) children by three months.

Gains in mathematics were evident in all areas tested and overall gains showed at least a months growth for each month of instruction. Typical growth during an eight month testing period was ten months. In mathematics applications, grades 4 and 5 showed the least amount of gain.

Parents were invited to participate in many school activities including planning lessons, joining volunteer groups, accompanying classes on field trips and participating in parent-teacher conferences. As a result of the increased parent involvement, the district recommended that a strong program with an increased effort be made in having teachers make more of the home contacts, in providing contacts between parents and teachers at hours convenient for parents, and in providing parents new to the area with thorough information about the school and its programs.

Intergroup relations activities consisted of providing racially and ethnically integrated educational experiences through field trips and the interaction of students through discussions, writings and similar kinds of activities. Another phase of the project had 250 central city and about 100 fourth, fifth, and sixth graders from various sections of the city enrolled together in the college-intermediate school, which provided pupils of many races and backgrounds with a unique experience in education and interpersonal relationships.

Staff development meetings were provided for teachers, aides, specialists, counselors, nurses, and consultants. Projects consisted of speakers from the community and from community agencies, lectures, and demonstration lessons. Workshops were designed to improve teaching techniques and to develop curriculum materials. The proportion of experienced teachers in central area schools increased from 17 to 37 percent for the year over the previous year. The district reported that the 1969-70 program was most effective in satisfying the needs of teachers. The district is building a corps of substitute teachers willing to serve central area schools and is providing training to increase their effectiveness in carrying out special programs.

Although there are areas where improvement can be made, the District Advisory Committee and parent advisory groups are judged to be effective. The committees meet all guideline requirements and are functioning committees. There are clear channels of communication between the DAC and the board, and the board is responsive to suggestions of the committee.

LOS ANGELES

Although reading gains in grades 4, 5 and 6 were seven, seven, and six months, respectively, students had not yet reached the grade level expected of them. Third graders achieved nine months of growth and were one year behind grade level. Parent ratings were supportive of the reading program, also rated favorably by administrators, special teachers, and classroom teachers. The school by school reports provide a more meaningful analysis of the data.

Achievement gains in arithmetic in grades 4, 5, and 6 were eleven, eleven and seven months, respectively. Ratings by parents, administrators, specialists, and classroom teachers were strongly supportive of the mathematics program.

Parents participated in advisory councils, PTA's, as volunteer aides, and as tutors. Adult classes or workshops in reading, mathematics and English as a second language were provided for parents. Responses from parents of second and fifth graders indicated that more than 40 percent had joined school groups, more than 50 percent had visited the child's school or classroom, and almost 96 percent felt that their youngsters took pride in the school. Teachers felt that parent participation had increased and rated school work effective in improving communications and parent understanding. Nearly 25 percent of the parents indicated that they had not received communications from the district concerning the school programs during the year, and almost 75 percent of the parents indicated that they had not seen local newspaper articles of their youngsters. The district is identifying ways by which they might involve more parents in different kinds of activities.

The Program for Inter-school Enrichment (PIE) identified classes in target schools that were paired with an equal number of non-Title I classes, and involved nearly 7,000 children. Joint programs were developed and one full day every other week classes were alternated between pairs of schools and field trips were provided. Parents assisted in these activities. Special days and events, such as Negro History Week and Cinco de Mayo, were observed. Audio-visual materials, library displays or resources, assembly exchanges, and recognition of individuals were developed as a part of the program. Generally, about 96 percent of the parents thought the program was helpful to their children, that it improved intergroup feelings, and that it should be continued. Administrators (87 percent) indicated they were generally favorable toward the program and attributed its success to such factors as effective organization along with parental and teacher enthusiasm. Individual incidents, possibly related to the (PIE) program, were reflected in some negative parental feelings toward the program. Some parents expressed misgivings as to whether or not the regular educational program would be hampered by loss of time expended in PIE activities.

Teachers considered inservice to be most effective in the improvement of teaching skills in specific areas and in expanding the use of para-professionals. They rated inservice least effective in developing curriculum innovations, improving intergroup understanding, and developing better understanding of the effects of poverty on children. Teacher aides and specialists indicated that more time was needed for inservice training. The district proposed that a geographical clustering of schools could result in a more efficient use of consultant time and would provide better coordination and exchange of

ideas between schools.

The parent advisory committees are judged to be very effective. This is found in spite of the fact that several aspects would appear to be less than ideal. Not all parent advisory groups are represented on the District Advisory Committee, and advisory committee members have not been chosen democratically. The committees, however, meet all guideline requirements as to membership.

MODESTO

The reading component achieved the stated objectives, with average gains in reading of eight months for the six month instructional period. This gain is meaningful when compared with the five month gain made by students in comparison schools for an equivalent period of time. Target children are still below grade level expectations.

Growth in mathematics for Title I participants averaged nine months during a six month instructional period, while growth for non-Title I children was six months during the same period of instruction. The two schools showing the greatest average gains had special facilities for use by the aides in working with children. The schools with the smallest gains were generally those in which confusion was generated because of conflicting procedures or a lack of cooperative planning. The district recognized that more cooperative planning by those involved with the program may have enhanced growth more significantly.

The parent involvement component was developed for the purpose of having parents serve as classroom volunteers, field-trip supervisors, and improving home-school communication. A closer parent-teacher relationship was developed and resulted in a better understanding of mutual problems. The parent advisory committee helped set up a liaison between the school and other parents who did not attend meetings. The district plans to continue and to expand some of the programs from last year to involve more parents and to develop leadership from within the group.

The intergroup relations component was designed to improve the communicative skills and the self-image of the participants. Students participated in classes offered at other schools, and a better working relationship between the teachers and the student body was developed. People were made much more aware of the racial and ethnic imbalances in the school. The use of volunteer aides and the promotion of the program with students gave the feeling of importance for them in their own group and in their participation with other groups.

The most valuable source of inservice training were the visitations outside of the district made by classroom teachers. The implementation of new and innovative approaches in other districts was received with enthusiasm. Results of the teacher aide questionnaire indicated that inservice was adequate, but nearly 80 percent of the aides felt a need for more inservice. Many expressed the desire for more workshop sessions, and 75 percent thought they

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had received adequate guidance from the resource teacher. Teachers indicated that there should be more released time for inservice training. Workshops were valuable but should have been held earlier in the year to make the most of materials that were introduced into the classroom.

The parent advisory committees are judged to be effective. However, they do not at present meet during June, July, or August. The addition of two new target schools this year was not anticipated sufficiently in advance for parent advisory groups to contribute adequately to program planning for those schools.

SACRAMENTO

Meaningful growth in reading achievement was attained at all grade levels 1 through 6 and was greater than 10 months over a seven and one-half month testing period. Median reading growth for fourth graders was over 14 months. Attendance rates were improved significantly and pupils showed substantial improvement in their interest in reading, self-image, self-discipline, self-confidence, inter-action with other pupils and classroom participation. Favorable parental and professional opinions supported the comprehensiveness and the effectiveness of the language development program.

Median growth in arithmetic achievement for pupils in grades 1 through 6 was greater than nine months during a seven and one-half month testing period. Nearly 60 percent of the pupils showed eight or more months of growth while the greatest growth was nearly 13 months shown by fourth grade students.

The basic objective of the parent involvement component was to improve school-parent communication through involvement so as to promote greater pupil progress in school. Parents were well informed through the citizens advisory committee regarding Title I programs and other related services. They were involved in decision-making regarding program modifications and contributed to the decisions regarding priorities for use of additional funds. The district is trying to attract more parents at each of their meetings, thus expanding the number of participants in their parent groups.

"Project Aspiration" was oriented toward improving the basic achievement of students in reading and mathematics. Students were reassigned to receiving schools from de facto segregated schools and were provided compensatory education services including resource teachers, counselors, school-community workers, bilingual teacher assistants, and study trips. The program was well supported by parents. Academic achievement indicated significant growth in both reading and mathematics in all grade levels. Month-for-month gains in grades 2 through 6 were exceeded. The district is making efforts to increase direct services to pupils in order to promote higher levels of achievement. The district reported that there was virtually no effect on pupil interest and attitudes as a result of "Project Aspiration."

The primary purposes of the inservice component were to offer teachers, counselors, administrators, and supportive non-certificated personnel the opportunities to acquire deeper understandings of the problems facing disad-

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vantaged children and to develop techniques that might be employed in assisting them reach their maximum potential. A variety of techniques and approaches were used to disseminate such information and understandings, including released time and salary schedule credit. The inservice component received high ratings for the demonstration teacher program, the individual programs and courses, and the overall program by the personnel involved. The differences in ratings between target schools and project aspiration schools indicated that the inservice training had a greater impact on the target school personnel.

The parent advisory committees are judged to be very effective. Much of their success can be attributed to an excellent training program provided for members, and good rapport with the governing board through the school administration.

SANTA ANA

Results of reading test scores indicated nine months growth for a seven month testing period in grades 2 through 6. Comparisons of Title I groups in grades 3 and 5 to non-Title I students favored Title I students and confirmed the effectiveness of the reading program.

Mathematics gains at all grade levels showed an increase in arithmetic fundamentals, but not in the arithmetic reasoning portion of the test. Fifth graders made greater gains in the Title I group than a comparison group of students.

The district interpretation of the parent involvement component was to include parents on the community advisory committees, both at the school and district levels. The involvement of the advisory committees established a greater rapport between parents in the community and the schools.

The intergroup relations component was developed for the purpose of relieving tensions and bringing about a better understanding between school and community. The awareness of the community and their participation has increased and is evidenced in the success of the component. Tension in secondary schools decreased from the previous year. The district has indicated that the most frustrating and negative result is the lack of teacher awareness. The district is developing programs to make the teacher more sensitive and to have more empathy for students from minority groups.

The inservice component resulted in improved skills in teaching reading, mathematics, and English as a second language. The diagnostic-prescriptive method was developed for the participants. The planning, implementing, and evaluating of the program was done by a team of administrators and teachers.

The district is judged to have effective advisory committees. They are relatively inexperienced since for several years the district did not submit Title I projects. Since the members of the committees are democratically selected and the board responds favorably to their suggestions, it can be anticipated that their effectiveness will improve.

STOCKTON

At least month-for-month growth in the reading component was attained in all five target schools in grades 3 and 4 and in four target schools in grade 6. Some grade levels at some schools were not able to attain month-for-month growth.

Arithmetic gains of at least month-for-month were made by students in grades 3-6 in all five target schools. A vast majority of the staff expressed approval and confidence in an individualized diagnostic-prescriptive approach in mathematics. Students expressed greater approval of the program operated this year as compared with last year. The continuous development of the diagnostic-prescriptive materials should enhance achievement in the year ahead.

The purpose of the parent involvement component was to increase parent activity in all areas of the school programs. The major effort was to establish parent advisory committees at each of the ESEA schools. The district reported that there was parent participation on a voluntary basis at each of the schools, and that there was an increased use of parents from attendance areas on a paid basis. A lack of participation by a majority of parents was evident and there was a lack of support for the parent advisory committees by many members of the staff. The district proposed that a community relations aide be established at each of the schools for the purpose of increasing school-home communication.

The intergroup relations component provided for the development of programs for black studies and Mexican-American studies in grades 5 and 6. When administered a locally constructed questionnaire, it was found that students had not obtained the stated objective by making gains between pre and post tests in the development of knowledge of ethnic and racial contributions. Consequently, the district will intensify its efforts through a staff development program specifically in these areas. The appointment of a coordinator for intergroup relations is seen as an additional positive factor.

The inservice education program focused on the utilization of the diagnostic-prescriptive approach to saturated schools and required a considerable shift in teaching styles on the part of the teachers. The program called for more creative coordination from the staff of the schools than previously. Greater responsibility was placed on the personnel in each of the Title I schools for carrying out their inservice training program. Weekly meetings were scheduled and workshops that involved the reading and mathematics consultants were provided for the development of objectives and classroom materials. Workshops were also held to orient staff to the ethnic studies presented by the intergroup relations personnel. There is a sizeable number of the staff who feel that inservice programs, materials, and equipment need to be improved if the overall educational programs are to be improved.

The school district advisory committee and target school parent advisory groups are judged to be very effective in this district. There is no indication of domination by the school district, and the board is responsive to suggestions submitted.

COMPTON

Positive results were demonstrated in all areas of the language development component. However, gains in grades 2, 5, and 6 exceeded the expected level of growth while grade 4 fell below the expected level of growth. Gains of nine months in grade 2, sixteen months in grade 5, and nine months in grade 6 were made, while fourth graders made but two months of growth. The services provided by resource teachers were broadly based and were provided more frequently to more teachers than previously.

In the mathematics component, fifth graders showed a level of growth higher than expected. Meaningful gains attained were nine months for second graders, ten months for third graders, thirteen months for fifth graders, and nine months for sixth graders. Fourth graders fell below expected month-for-month gains.

The parent involvement component consisted of the development of parent advisory committees at each of the Title I schools. Although a good start was made to involve parents at each of the schools, involvement has not yet penetrated very deeply in school life with regard to the development of school programs. The PTA has traditionally represented general support and the advisory committees in each school are associated with the PTA. The concept of parent involvement appeared to be less acceptable to the principals than to the PTA. Title I schools should bring teachers and other school personnel into parent advisory committee meetings to inform parents of the instructional programs.

The objective of the intergroup relations component was to develop an understanding of the human relations problems of all personnel involved in teaching the child, and to provide some solutions for these problems. The district reported reductions of hostility of youth at one school and more frequent contact of students and faculty at all other target schools. Recommendations for improvement focused on the development of school programs for intergroup relations and an exchange of faculty and students between pairs of schools.

The objectives of the Title I part of the district's inservice program was directed toward improving skills of resource teachers in diagnosing educational and learning disabilities of elementary school children, in changing attitudes, and in individualizing instruction. The emphasis for the instructional aides was to improve their skills for motivating children to learn. While the structure of the inservice training program was left to the district consultant, there was little evidence of a definite plan for having these meetings implement Title I proposal objectives or to enhance the concept of compensatory education. Staff development in human relations, effective ways of working cooperatively with other team members in planning, and learning how to work with aides were recommended for resource teachers, specialists, and classroom teachers.

The district appears to dominate its District Advisory Committees, which are judged to be fairly effective. In all other respects, the committees appear to be more than adequate.

FRESNO

Reading gains for third graders who had been in the program for two years revealed significant gains over students not in the Title I program. Sixth graders made gains that were greater than non-Title I students. In response to a questionnaire, most Title I teachers said that their students had a more positive attitude toward reading than students in the previous year. Based upon a student attitude rating scale, there were no differences in attitudes toward reading between Title I and non-Title I students.

Positive gains in mathematics were made by Title I students in grades one, three, four, and five over growth made by non-Title I students. The second graders did not improve their mathematics achievement as much as the non-Title I students. According to an attitude rating scale reported by the district, students in Title I displayed no different attitude toward mathematics than students in non-Title I schools; while student attitudes toward mathematics were considerably improved, according to teacher responses to a questionnaire.

The purpose of the parent involvement component was to assist the school administration in identifying educational needs of students and in developing a program to meet those needs. Parents acted as the intermediaries between the non-parents in the neighborhood and the school and served as a sounding-board for the community. Parent groups were formed in each of the target schools and inservice programs were provided. Parent groups were actively involved in the planning of the 1970-71 program and recommendations and criticisms of the program were solicited and volunteered. The district reported that they are in need of some leadership in the further development of parent involvement programs.

In the area of improving home-school liaison activities, the district reported that referrals and contacts were improved and that an inservice program was developed and conducted throughout the school year. Several inter-cultural exchange activities were organized and conducted. The district recognizes that it is imperative to carry this component throughout the school year, rather than for a shorter period of time.

The comprehensive and organized inservice program was conducted involving all activities and all the instructional staff in the Title I program. Generally, language arts and mathematics inservice was conducted for teachers and aides in a weekly pull-out schedule. This was augmented by a special inservice schedule providing activities directed toward the development of teachers' sensitivity to the needs of minority group students and a more positive attitude toward individual and group differences. Inservice programs were provided within each component for both the instructional staff and the staff's specialists. Considering its complexity and breadth of activity, the program was well coordinated and objectives, in most cases, were very well defined.

The District Advisory Committees are effective, although there are still problems of communication between the committees and the board. The committee structure more than meets present guideline requirements. As both the committees and the school district gain in experience, it can be anticipated that the effectiveness of the committees will increase.

OAKLAND

Reading gains were reported to be higher for ESEA recipients in grades two, four, five, and six than for non-ESEA comparison students in those grades. All schools made less than month-for-month growth in grades two and three, and the norm was exceeded in grade four by four schools but not reached by five schools. In grade five, three schools exceeded a month-for-month gain while six schools fell below the norm. Sixth graders in seven schools exceeded the norm while sixth graders in two schools fell below the norm.

Meaningful gains in mathematics computation and concepts were obtained by students in grades four through eight and were greater in grades four, five, and six. Median gains were thirteen, fourteen, and eleven months in grades four, five, and six. Data for students in grades seven and eight were mixed, with greater gains in grade seven in computation and in grade eight in concepts and lesser gains in grade seven in concepts and in grade eight in computation.

The parent involvement component was quite involved and well-developed. It attempted to improve communication between school and parents and to assist parents in helping their children in school. An increased understanding between the parents and the teachers was a direct result of the program and it was reported that the program was very effective. Nearly 8,000 parent contacts were reported during the year.

The intergroup relations component provided better understanding of the community by teachers, increased the awareness of ethnic groups, and provided an integration model for selected students. The district recognizes that this component is in need of more emphasis and will provide more structure to the program, through the identification of more definitive objectives and more work with teachers.

The majority of classroom teachers reported that inservice activities, particularly demonstrations and exchanges of teaching methods, had helped them in meeting their classroom needs. About one-third of the teachers and the majority of school administrators supported the need for an increased inservice program. Objectives for staff development programs were developed at the school site. Some teachers felt that more planning time would improve inservice and that more sharing of ideas was necessary.

The District Advisory Committee and parent advisory groups are judged to be very effective. These committees were completely reorganized at the beginning of the 1969-70 year. Members were elected democratically by the parents of participating children and have taken their responsibilities most seriously. An excellent training program has been provided for members and the district has provided an unusual amount of professional assistance to the committees.

SAN BERNARDINO

Reading growth for students in grades three through six was at a month-for-month rate, with some indications that students in receiving schools are performing as well as students in target schools at grades two and three. Target school pupils are achieving in reading as well as are all district pupils in grades two and three.

Mathematics achievement for students in grades four, five, and eight was at a month-for-month rate. Growth gains were below month-for-month in five of the eight grades tested.

The parent involvement component was developed around the central purpose of helping children improve their classroom performance through the involvement of parents in the educational development of their children. Parents were used as resource people and assisted in the classrooms. They attended educational meetings and participated in panel discussions and in seminars. They were involved in many kinds of school activities and events, both as observers and participants, and were members of school level and district level advisory groups and committees. Parents reported that they were enthusiastic about their own involvement activities. Some parents are assuming leadership roles in volunteering to accept responsibilities for programs and activities. The district reported too many parents failed to respond to repeated invitations to participate, and some programs, although carefully planned, were poorly attended. The district has recommended that staff members continue their efforts to find new and varied ways of attracting and involving parents in the educational process of their children.

The district offered intergroup relations activities through the busing of minority group students to majority schools. The services of the community relations specialist were used to act as a liaison between homes, schools, and the community. Adult groups have organized to promote intergroup understanding and harmony in an effort to solve problems. Students involved in the open enrollment plan and students in the receiving schools learn from each other and about each other through their mutual contacts. The district recognizes that in order to improve this component, more structured services will have to be provided to Title I students who attend school outside of their neighborhood. Limited supportive services last year will be increased this year for the open enrollment students.

The primary emphasis of the inservice training program was provided through extended sessions or workshops to develop diagnostic-prescriptive materials and methods that prove most effective in small group learning situations. These workshops included the development of performance objectives for the several areas of compensatory education. Changes in the inservice training program for this year include developing a classroom level evaluation system, providing a continued effort to develop a variety of approaches to completing learning tasks, and extending efforts to develop behavioral objectives for specific skills, concepts and understandings that are to be mastered.

The advisory committees are judged to be only fairly effective, although they appear to be improving. There is some indication that possibly the method of selection of members by the school district may result in a membership which is less than optimal in effectiveness.